R E P O R T R E S U M E S

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A PRE-READING UNIT ON THE RATIONALE FOR CODING SPEECH INTO WRITING.

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DESCRIPTORS- *PREREADING EXPERIENCE, GRADE 1, KINDERGARTEN, *LITERACY, UNITS OF STUDY (SUBJECT FIELDS), *TEACHING GUIDES, SYMBOLIC LANGUAGE, CODIFICATION, *WRITTEN LANGUAGE, LANGUAGE PATTERNS, ENGLISH, SPEECH, *READING INSTRUCTION, PROJECT LITERACY

THIS UNIT GUIDE WAS DESIGNED FOR DEMONSTRATING TO THE PREREADER THAT WRITING IS A CODE FOR SPEECH AND THAT LETTERS ARE SYMBOLS FOR SOUNDS MADE IN SPEECH. IT WAS DEVELOPED AS A PREREADING UNIT UNDER "PROJECT LITERACY," A BASIC RESEARCH AND CURRICULUM DEVELOPMENT PROGRAM IN AREAS OF EDUCATION RELEVANT TO THE ACQUISITION OF LITERACY SKILLS. THE LESSONS OF THE UNIT WERE DEVELOPED IN PROGRESSIVE SEQUENCES FOR ALLOWING THE CHILD TO FORM CONCEPTS OF A VARIETY OF COMMUNICATION MODES. IT WAS ANTICIPATED THAT THE PARTICIPATING CHILD WOULD DEVELOP UNDERSTANDINGS OF (1) THE ARBITRARY NATURE OF WRITTEN LANGUAGE, (2) THE IMPORTANCE OF SENTENCE ORDERING TO MEANING, (3) THE LEFT-RIGHT ORIENTATION USED IN READING THE ENGLISH LANGUAGE, AND (4) THE NECESSITY FOR CORRECTLY POSITIONING LETTERS. THE UNIT WAS DESIGNED FOR USE IN THE SECOND SEMESTER OF KINDERGARTEN OR IN THE FIRST SEMESTER OF GRADE 1. (JH)

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A PRE-READING UNIT

ON THE RATIONALE FOR CODING

SPEECH INTO WRITING

Ultimate objective of the unit:

To demonstrate to the pre-reader that writing is a code for speech and that letters are symbols for sounds made in speech.

Specific concepts which are developed as an aid to achieving this objective:

1. There are different code mediums which can be used to represent the spoken language (gestures, sounds, lights, pictures, symbols).

   Children and teacher devise simple codes and classroom situations in which these codes can be used in sending messages. The room light, flashlight, drum, hand gestures and simple written symbols are used.

2. An individual signal in the code may represent a whole message (meaning) unit, a word or a sound in a word.

   In the gesture, sound and light codes developed, one signal is used to stand for a whole message. When written symbols are introduced the symbol first stands for a phrase, then each word is represented by a symbol. Letters are introduced as standing for sounds in words.

3. The meaning of signals used in the code must be agreed upon by the sender and the receiver of the message.

   This is repeated in the development of all the codes using the ignorance of an absent child, children in another classroom or of parents about the meaning of the code to illustrate the point.

4. The signals representing meaning units in the code must be presented in the same order as the meaning units used in the spoken message it represents. (In some mediums this will entail representing temporal order by spatial order).

   This is illustrated with picture symbols. Change in order either changes meaning or produces a "silly" sentence.

5. For ease in reading written messages the spatial orientation of the symbol, the top-bottom, right-left aspects, should be maintained as agreed.

   Pictures symbols and letters are reversed or tipped to one side. The difficulty in "reading" these figures is discussed.

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6. The choice of code medium must be such that the message will reach the intended receiver. This choice is affected by the physical relationship of the sender and receiver; therefore the visibility, the audibility and the permanence of the signal must be considered in choosing an appropriate code medium.

   Games are used which vary the relationship between receiver and sender (child in coatroom, outside door, behind blackboard, absent from school, etc.). Through testing different mediums the children discover which codes are effective under which conditions.

7. The written code taught in our school is one in which symbols called letters are used to represent sounds in the order in which they are spoken. In our culture this is the code most often used to represent speech. (consensus) It has the characteristic of being a permanent code.

   Initial letter of first name is used as introduction to the concept that letters stand for sounds. The initial stands for the first sound in the name. The letters a and t are substituted for the symbol for at. Words cat, bat and hat are developed and used in symbol sentences pointing out visual and auditory identity. Rhyming is discussed.

   After phonics have been introduced the concepts of this unit are reviewed.

As the lessons progress, the child is able to conceptualize a variety of communications modes. Some expected outcomes are that the child will understand the arbitrary nature of written language, the importance of sentence order to meaning, the left-right orientation used in our reading and the necessity for correctly positioning letters.

The unit can be used in the second semester of kindergarten or in the first semester of first grade. The first grade teacher may wish to eliminate or consolidate some of the lessons when the responses of the children indicate that they don't need as much review as is built into the unit.

Concepts	Teacher-Pupil Activities
Speech is used to send messages	Teacher: If you want (child's name) to know that you went to a birthday party yesterday what do you do? ... you tell her; you talk to her about it. That's one way we have of sending messages -- using our voices and speaking.
Gestures can be used to stand for a message	1. "Here's another way. Can you tell me what this means?" (T. puts finger to lips, elicits - be quiet.) "I could have said be quiet. This (T. does gesture) stands for saying something. I can say be quiet or do this." (mention school procedures.) These are gestures which we already use. If you raise your hand I know you want to talk.
	2. Children demonstrate gestures which stand for the words, yes, no. i.e., nodding head yes, shaking head no. (T. emphasizes, you can tell somebody yes or no, without talking out loud).
	Yes-no game: T. asks questions and children answer her with the appropriate gesture: Examples: Are you in kindergarten? (Grade one) Is it raining today? Are you in school?
	3. Children demonstrate other gestures which may be used instead of language. (T. may need to give specific suggestions to the child doing the gesture for the group.) One child demonstrates gesture; rest of class tries to guess what the child is trying to tell them --what words the gesture stands for. Palm toward you, finger motion - "Come here." Palm out, hand moving away - "Go back." Lift hands, palm up - "Stand up." Lower hands, palm down - "Sit down." Raise hand - "I want to speak." Finger to lips - "Be quiet."
	4. Summary of major points: T. "One of the most important ways we have of sending messages to someone is by talking. What's another way of sending a message? How can we tell someone something without talking out loud?" (Encourage summary from children) Quick review at end -- T. gives language and all children do gestures.

Examples:

"When you want to speak to the class what do you do first?" (raise hand)

"How can you tell the class to stand up for the flag salute without talking out loud?" (show gesture for <u>stand up</u>).

T. to emphasize:

<u>Gestures may stand for a message. These hand signals stand for saying something</u>.

* Note: For shortening the unit: Lessons 1-7 could be collapsed to one or two lessons emphasizing the concepts through a sampling of the activities suggested. The unit as planned is for a slow to average second semester kindergarten.

Concepts	Teacher-Pupil Activities	LESSON 2

Review: Gestures can stand for a message

1. Review: T quickly reviews gestures from Day 1. Vary procedure:

   give gesture - ask for message
   give message - ask for gesture

   Example:

   (T. puts finger to lips), "What words does this stand for?" — Class says "be quiet."

   T. asks, "How can you ask someone to stand up (and sit down) without talking?" — Class demonstrates gestures.

New: appropriateness

2. Now I'd like Jimmy to stand here and face the wall - let's see if we can ask him to do something. (T. has child use gesture to stand up) Why doesn't Jimmy do what we ask? (He can't see gesture) What do we have to do so he'll know what our message is? (Send child where he can see but not hear. Have another child say "come here", when this fails have him use gesture.)

3. T.: "Why is it good to have more than one way to tell something?" (Can't always hear, so use a signal that we can see, etc.) (amplify)

   "Today let's decide on other ways to tell the class to do things. We can send messages without talking out loud." (might mention use of gestures by deaf to communicate or traffic police gestures.)

   T. has children make up gestures to stand for:

   Close your eyes
   Fold your hands
   Go to the circle (to your seats)

Lesson 3

Concepts	Teacher-Pupil Activities
Group Consensus Need to agree what the code stands for	1. T. Introduction: "Here is another way to tell the class to do something without talking." (T. turns off light) "What message does this stand for?" (In most rooms, this usually means be quiet or go to your seats.) How do you know it means that? You have agreed that when I turn off the light you will do what? "Today we are going to use a light signal to send another message to someone." (T. sends child out of the room and the class decides and agrees on a special light code. Ex. one flash = go to the circle, or go to the piano.) Child returns and tries to guess what the light signal stands for. Then the class demonstrates the meaning of the light signal. "one flash stands for the message go to the circle" 2. Additional exercise: (Have 3 children go out of the room. Class decides on a message using lights or gestures. Children return one at a time and are given signal. They are asked to try to follow the instructions, to guess what it means. After all 3 have tried to interpret the gesture the teacher asks the class): "Why didn't _____, ____ and _____ do what we wanted them to do when we did this? What do ____, _____ and _____ have to know before they can follow our message? We all have to know what this (make signal) means before we can use it to send messages. We have to agree that when we do this it means _____." (Have whole class agree on a signal. Send 3 out again and return to classroom one at a time, giving each the message. Hopefully the responses will be identical.) 3. Summary: "We can use a light signal or hand signal to send messages to each other, if we decide together what it will stand for. Will somebody from another class know what to do when we turn the lights off? (no) Why not? (doesn't know what we agreed it would mean.)"

LESSON 4

Concepts		Teacher-Pupil Activities
Review: Consensus	1.	Review: (very short) Use child who was absent day before, or child from another room. T. uses flashlight to "tell child to do something. T. points out that if don't know what the code stands for you can't know what to do.
Introduce: meaning of code		"When we decide together that a light or a hand movement (gesture) has a particular meaning we have a code. The code stands for what we want to say. The kinds of codes we're making up stand for talking." (T. gestures: "This stands for my saying sit down.")
		Discuss: Environmental sounds that have planned meaning; signal for fire drill, school room sound signals, party line on telephone, clock chimes hours, etc.

LESSON 5

Concepts	Teacher-Pupil Activities
New code: sound	1. T. Introduction: "Today we're going to learn about a different kind of code. It's a code that a little Indian boy learned to use."
	T. plays Little Indian Drum* record. (approx. 6 minutes)
	After listening to record, T. asks children:**
	a. What was the code they used on the record?
	b. Why didn't Red Fox call to his father? Why didn't he say "come here"?
Appropriateness	c. Why didn't Red Fox send his message with a light?
	d. Why didn't Red Fox use his hands, as we have been doing to send message?
	e. Why was the sound code a good way to tell his father he needed help?
	f. What words did the drum beats stand for? (T. can help the children remember by giving them some clues - i.e., When Red Fox was in danger he said . . .)
	(If thought necessary after asking all questions play record again, re-ask the questions)
	2. Summary: We can make up a sound code to stand for talking. If we all learn the code, we can send messages to each other. There are different kinds of codes that stand for talking. When you can't hear you can use a light code. When you can't see you can use sound code.

** Note: It is suggested that the teacher make a very simple sketch of the mountain, the forest, and the tepees - to help the children remember the story on the record, and to help them visualize the fact that Red Fox was far away and hidden from his father's view.

Teacher draws on chalkboard.

Additional Game for Later in the Day

Play a version of hide-and-seek. One child is Red Fox, another is his father. Both have drums. Red Fox hides; Father taps sound code - "Where is Red Fox?" Red Fox answers with the drum "I am here." Repeat drum beat messages until Red Fox is found. Several children have turns.

LESSON 6

Concepts	Teacher-Pupil Activities
Review: Different Codes can stand for language	1. Review: "How many different ways do we know how to send a message without talking?" T. has children use flashlight, drum, and gestures to send messages to the group. After each code is demonstrated, T. asks children: "what message did that (light, etc.) stand for?"
Review:	2. T. Introduction: "Today let's make up a light code to stand for the messages, yes and no."
Consensus of code.	Individual children use flashlights and answer teacher's and other children's questions, with yes, no. (Note; we found that by darkening the room, the children could see the light signals more clearly.)
New: Codes in different mediums can stand for same language.	"Let's also make up a sound code to stand for the messages, yes, no." Some children use drum, rest of class can clap the appropriate number of beats for yes and no. T. plays yes-no game again; asks a few questions, and children answer using the new sound code they've decided on.
	3. "Would someone from another room know that (using light code) means yes or that (using sound code) mean no? Why not?
	4. Summary:
Review: Appropriateness of code medium	a. We can make up several codes to stand for the messages yes, no. We can say yes this way (light) or this way (sound). b. If we know what the code is we can understand each other. Codes stand for messages. We can use them to send a message only if we all know what the signals mean. c. Why is it good to have more than one way of saying something? If I can't hear you, what code can you use? (light and gesture)

LESSON 7

Concepts	Teacher-Pupil Activities
Review: Use codes to stand for language	1. (May want to omit review for advanced group) T. has child use light code for "go to the circle" T. demonstrates light code for "yes", "no" - asks what words each signal stands for. T. taps sound code for "yes", "no" etc. Three children use gestures to send messages. Class tells what words they stand for.
Review: Appropriateness of code.	2. T. Introduction: "Today we are going to use our codes for yes and no to play a special game." T. sends child behind bookcase or into cloakroom (where child can't see person sending message.) Child who is IT calls out "Can I come out now?" Another child signals "yes." a. Try to use your hands. Does that work? b. Try the light. Does that work? c. Try the drum. Does that work? (X comes back) Another child is chosen as IT. IT asks question... this time person who is signalling with sound code has choice of saying yes or no. If answer is no, IT has to repeat question. etc., until answer is yes.
	3. Summary: If a person can see you, can you send a message with lights? With your hands? What if he cannot see you? What can you do if he can hear you? When you send a message, you need to figure out a way to send it so that the person will get the message.

LESSON 8

Concepts	Teacher-Pupil Activities
Introduction of written code and appropriate use.	1. Suppose you wanted to send a message to someone who can't see you and can't hear you, how could you do it? (You could send the message on a piece of paper-in pictures or symbols or writing.)
	2. "If you wanted to tell (absent child) (principal) what you did before you came to school this morning you could make a picture that showed the different things you did."
New code: pictures	"I'm going to give everyone some crayons and a piece of paper. Will you make a picture that will tell _____ what you did before coming to school? Put everything in your picture that you would say if you were telling him."
	(T. identify each child's picture -- quick check with child to find out what picture is about)
	3. Summary:
	You can use pictures to send a message to someone who can't see you or hear you.

Concepts	Teacher-Pupil Activities	LESSON 9

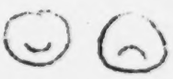
Review: Use of picture code for message

1. Review: "Yesterday we found that we could use pictures to stand for saying something/" (Look at children's pictures from previous day. The absent child, if he has returned, or the other children try to decode the message in the picture and the child who drew the picture verifies.)

   T: "Sometimes it's hard to be sure what a picture means because we all haven't agreed that (point to an example in a child's picture) means _____."

New code:

symbols can stand for a message

2. T. uses chalkboard: Draws symbols: 

   "What could this mean? What could this stand for?" Accept or suggest I'm happy, I'm sad. (smile or frown)

   Also show photograph of smiling child and mention that "our symbol does not look exactly like the picture and some people might not know what the symbol means--so we must agree--this means I'm happy. This means I'm sad. Shall we all agree on this so we can send messages to each other?

   Several children come to the board and use symbols to tell how they would feel if: (T. gives instances)

   "you got a new toy today"

   "you fell and hurt your hand" etc.

3. Children to use symbols (all have paper and pencils) to tell how they feel right now; or how they felt when they got up in the morning -(T. to choose only one instance for them to think about.)

   "Instead of telling me, I want you to use a symbol that will stand for the words, I'm happy or I'm sad."**

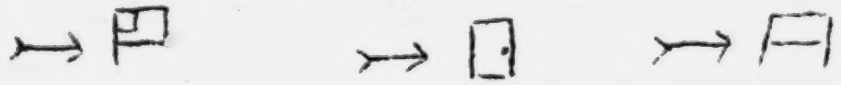
Agreement

4. Summary:

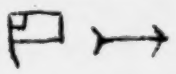
   If we decide together, we can use a symbol to stand for something we want to say.

** Be sure the children's names are at the top of paper before they begin making the symbols, as ◠ becomes ◡ when turned upside down.

LESSON 10

Concepts	Teacher-Pupil Activities
New: Permanence of written code	1. Review: "Yesterday we made symbols to code how we felt. How many think John felt sad? How can we KHow for sure?" T. takes out pictures and displays John's to group. T. and children look at a few of the pictures. (If a child used a different symbol or if he made a full picture of himself, compare it with the agreed upon symbols.) Summary of review: "By writing the code yesterday, we can look today and remember how we felt. If John weren't here could I still read his code?"
New: Importance of the order of the code units	2. T: "Today I'm going to write a message to you in a special way. I'm going to use this symbol ⟶ to stand for the words go to." T. uses felt board and simple pictures to make:  Go to the flag Go to the door Go to the chalkboard. Can someone read my message?" Child comes up and reads message. T. shows him where to start reading. Another child carries out message. "You've figured out just what I wanted you to do. Do you know why? -- Because you started to read my message on this side (point) and you read it in order -- right across -- in the same order I wrote it and in the same order that I would say it." T. changes order of the message, has it read to the class and carried out several times. 3. Summary: "Today I wrote some long messages to you and you could read them because I put the symbols in a special order - the same order I would use if I told you the message instead of writing it, and you read them in that order."

LESSON 11

Concepts	Teacher-Pupil Activities
Review: Symbols for words follow same order as speech	T. Puts on felt board  asks someone to read it, reminding the class that we've agreed to start reading on the left side. "My message doesn't make much sense, does it? Now let's turn it around and make: "_____, will you read my message and do what it says?" "Our messages won't make sense unless we put them in the same order that we would say them."
Review: Consensus	"Would someone from another room be able to read that message? Why not?" (wouldn't know meaning of symbols) Have individual children make messages on the felt board and call on someone to carry out the message. T. should make sure that left right order is maintained.
New: Importance of orientation of symbol	(Have symbol for flag on flashcard, show it to the class): Can anyone tell me what this stands for? It stands for the word <u>flag</u>. Suppose I turn it this way You notice - if we turn it upside down or turn it on it's side it looks very different.
	<u>Summary</u>: It's important when we write messages that we make the symbols stand just the way we've agreed to. Each symbol has a top.

LESSON 12

Concept: Picture-to-letter progression

Today you're going to see how pictures for words eventually became the letters of our alphabet. The first writing seems to have been in pictures. But, gradually, little by little, these pictures go changed, until they weren't pictures at all, but word symbols, and finally they became symbols for sounds in words -- or what we call letters. All this took many thousands of years to happen and many different peoples used the symbols and each time they got changed a little bit.

Story of A

A.1. Here is a picture of an ox or a bull. (T. from this point on should call animal Apis otherwise the confusion, A stands for bull.) Some early people called this animal -- aleph. The Egyptions called him -- Apis. But whatever he was called in the different languages -- this picture stood for the animal.

A.2. Here you see the apis again and next to it you see how the picture got to look after a while. There are fewer lines and it's probably easier to draw. But you can still see the horns if you look for them.

A.3. After a long, long time as different people borrowed the writing, and used it for their own language, the Apis symbol got turned around. Now it's so simple anyone can draw it. But it's no longer a picture at all. Even the horns are gone. Now the symbol doesn't stand for an animal at all.

A.4. Here you see what happened when a people -- the Greeks -- took this same old symbol and used it to stand for the sound A. This letter is beginning to look a lot like the one we use now. But it's still a little different.

A. 5. The old Greek letter A (they called it Alpha) became our letter A. There's been very little change in the way letters have been written for a long time now.

A.6. Here's the letter A and here's the Apis. They're not much alike, are they? One stands for the animal and one stands for a sound. But remember, it has been at least 5000 years in happening.

The Story of D

D.1. What does this look like? This is a fancy door. It was called Daleth by the Egyptians. Whenever the Egyptians wanted to write the word Daleth, they drew this picture. Not everbody knew how to write just certain people, and if you wanted to get something written you had to go to that person so they could do it for you.

D.2. Look at what's happened to the door. Do you see what has happened to it?

D.3. Notice how this symbol has changed. Now it's round on top.

D.4. And here's the rounded door again. It doesn't look much like a door now. When symbols change like this, we don't always know why. Maybe it was an accident, maybe they didn't mean to change it, maybe their hand slipped, or maybe they were just a little sloppy. These two pictures show how a symbol can change. By this time people were using this symbol to stand for one sound.

D.5. In this picture the symbol has changed again. Now we can call it a letter because it stands for a sound. But it doesn't look like any letter we know yet, does it? This letter is all straight lines -- maybe that's because people began carving letters into stone and its easier to cut straight lines into stone.

D.6. And finally, the letter changed once more. It's a letter we see all the time and we call it D.

Review:

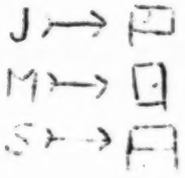
Now let's go back to the first picture we saw. Do you remember that fancy door? Look at the difference. They're not much alike, are they? But thousands of years ago the beginnings of a writing system got started with pictures like this door.

Note: These lessons assume that children have had some practice in writing their names.

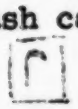
LESSON 13

Concepts	Teacher-Pupil Activities
Introduction of initial letters	1. T: "Suppose we want to send a message to Mary and we want to say: Mary, go to the door. We have a way of saying go to the door. How shall we say Mary go to the door? We could write her name in letters. Let's use just the first letter in her name. We call that her initial. Mary's initial is M.
	2. T: "Use your pencils (or crayons) and draw your own initial -- the first letter in your name.." Children draw their initial on small sheets of paper approx. 3 x 3. T. labels whole name on back for later identification. Each initial is displayed next to a photo of child on bulletin board labelled with complete first and last name.
	3. (New lessons if necessary) Can someone tell me what an initial is? (The first letter in your name; it stands for your name.) "Some of you have the same initials, don't you. Mary, your name begins with M. (Write Mary on board.) Does somebody else have a name that begins with M? (Write on board under Mary. Avoid names beginning with blended letters like SH, TH.) "Now let's say those names all together, Mary, Mimi, Martin. Do you notice anything about the sound at the beginning of those names. Say it -- mm. They all have the same sound at the beginning, don't they? The m sound. What does a letter stand for?" (sounds) Repeat using other names with same initial letter. (If children do not know the names of the letters extra work with initials may be desirable.)

LESSON 14

Concepts	Teacher-Pupil Activities
Review: initials	1. "Can we use these initials to send messages? How? "Today I wrote messages to you; can you read them? Do you know what to do?" (T. holds up flash card with a message. Children read message. Children, those with same initial, for whom message was written follow instructions.) ex.  Jim, John go to flag. Mary, Mimi go to door. Sue, Sally go to easel. "Some of you have the same initial. If your initial is J the message is for you."
	2. After children have followed messages ask: "How did you know what to do? Would a child from another room know what these messages mean? Why not?"
	3. Additional activity: Provide the class with flash strips and encourage them to send messages to friends and to the teacher. T. can put her initial on the board.

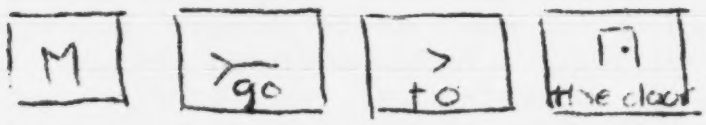
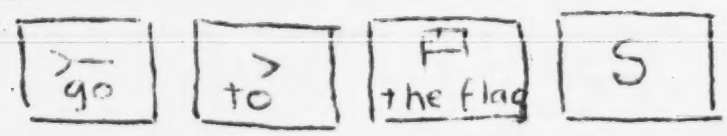
LESSON 15

Concepts	Teacher-Pupil Activity
Importance of orientation of symbol	"Do you remember we talked about each symbol having to stand just the way we agreed to have it stand? If we make it sideways or upside down we can't read each other's messages."
	(Review using flag symbol)
	"When we use letters we have to make each letter stand in a particular way also."
	(Have someone make their initial with black crayon on a flash card. Show it to class - then turn it upside-down)
	
	"Jimmy, does that look like your initial? No, it has to be like this."
	(repeat)
	"Bobby, does that look like your initial?"
	"We all have agreed that the B which stands for the first sound in Bobby's name should stand just like this."

LESSON 16

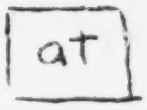
Concepts	Teacher-Pupil Activities
New concept: Word	1. T. introduction; "Is John happy this morning?" asks John to come to board and write symbol to answer question. "How could we write the message: John is happy. ? We can use ☺ to stand for the word happy. We can use J to stand for the word John. Let's use the letters is to stand for the word is. J is ☺ (T. points to each symbol as she reads the words in the message.) 2. T. makes a new sentence with flashcards. Has children read it. Point to each symbol and ask what word it stands for. Children read: Is S ☺ Is Susan (etc.) happy?
Review: Order	S children are asked to answer by rearranging flashcards. T. If we change the order of the words we can say something different. (illustrate by changing position of is in sentence.)

LESSON 17

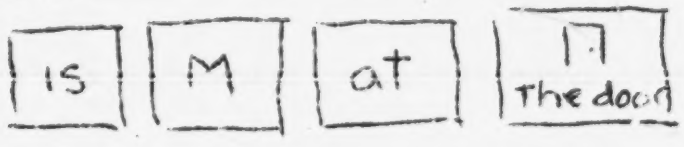
Concepts	Teacher-Pupil Activities
Divide symbol for go to into two, each representing a word	T. makes a message with flash cards.  T. has an M child read message and follow instruction.
	T.: "Go is a word and to is a word. We've been using >⟶ to stand for go to. We can use part of it to stand for the word go (illustrates with flash card) and the other part to stand for the word to."
Review: consensus	"We have to agree on this so we all know what it means. Right?"
	"Can someone use the cards to write: Go to the flag Susan." 
Review: order concept of word	Have other children form messages reviewing order of words and stressing that each card stands for a word.

LESSON 18

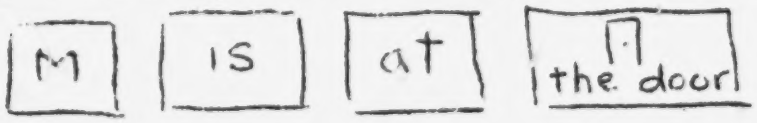
Concepts	Teacher-Pupil Activities
Review: progression from pictures to letters	T. holds up last pages from story of A and D. (each page contains the original picture and the final letter) Asks for A: "Do you remember these? "Which is the picture?" What did it stand for? (Apis, animal) Which is the letter? What is the name of the letter? What does the letter stand for? (a sound)
New word: <u>at</u>	"Today I'm going to show you how to write the word <u>at</u> so we can use it in our messages. I'm going to show you the letters that stand for sounds in the word <u>at</u>."



"Now I'm going to write you a message and you see if you can read it.



Is she?" T. tells Mary to go to the door. "Can someone write me a message that will answer my question?" (students rearrange cards to read)



Review: Letter-sound correspondence	Repeat using other examples, i.e., Is John at the flag? The flag is at the door. Go to the flag <u>at</u> the door. etc. "What do these letters (show flashcard at) <u>a</u>, <u>t</u> stand for? (Together they stand for the word <u>at</u> the letters stand for the sounds in the word <u>at</u>.)

LESSON 19

Concepts	Teacher-Pupil Activities
Same letters can stand for the same sounds in different words	T.: "Do you remember the other day we had a new word: at? (Show flash cards) This morning I've collected some things. (a bat, a hat and a cat. Ask children to name objects) Listen to those words -- bat, cat, hat -- is there anything you can tell me about them?

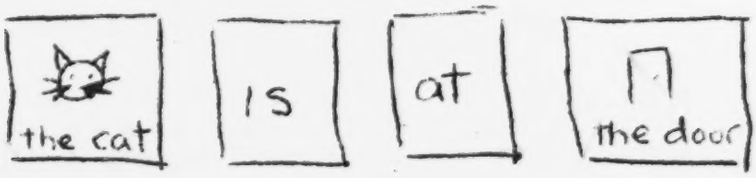
"The ends of the words sound alike but they have a different sound at the beginning, bat, cat, hat, don't they?"

"Now, how shall I write cat? We could make a picture of a cat -- but can anyone think of another way to write cat?" (try to elicit from class)

"We have a way for writing at (show flash card) - if we add a letter for the first sound in cat to a, t we should have it. (Cathy or Carl's first initial if there is a child in the classroom whose name begins with a hard C) The letter C stands for the first sound in cat. So we can write cat --c, a, t."

(Show flash card with words cat.)

"Can some use the cards and write:"



Summary:

We've learned how to write a word that rhymes with at. At and cat rhyme. The same letter a, t, stand for the same sound in both at and cat. (Can repeat activity using

and

depending upon class.)

Extra activity:

Later in the day read "The Cat in the Hat" showing children the words rhyming with cat.

LESSON 20

Concepts	Teacher-Pupil Activities
Review: symbol for whole message	1. (T. plays drumbeat that means "Where is Red Fox?") "Does anyone remember what that stands for? It means, "Where is Red Fox? (review situation in which used if necessary.) That drumbeat stands for a <u>whole message</u>. I"m going to write it on the board for you so you can see what it would look like if we used letters to send that message. (writes on board) Can someone tell me how many words there are in that message?"
Review: symbol for word	2. (Write on board under message above) "What does this stand for?" "I'm going to write flag in letters under that symbol so you'll see how it looks in letters. Can someone tell me how many words there are there? ---- That symbol stands for <u>one word</u>."
Review: symbol for sound	3. (Write on board under flag: A) "What does this stand for?" "That is the letter A and it stands for a sound. Sometimes we write the letter A this way: <u>a</u> (put on board) Letters stand for sounds in words."
	(Line up flash cards with <u>at</u>, <u>cat</u>, <u>flag</u>, <u>door</u>.) "Can someone show me a word which has an <u>a</u> in it? (Repeat until all three correct ones have been chosen) "The letter <u>a</u> stands for the sound <u>a</u> in those words -- <u>at</u>, c<u>a</u>t, fl<u>a</u>g. <u>Door</u> doesn't have that sound and so it doesn't have an <u>a</u> in it.
Review: consensus	In our society we all learn to read and write using letters of the alphabet. We have <u>agreed</u> to use letters in our messages. All over this country the people can read the same books and newspapers and comics. They can write letters to each other and send birthday cards to each other. And all of us after we learn to read can understand the message.

LESSON 21

Concepts	Teacher-Pupil Activities
Review: Characteristics of written code - permanence, physical relationship of sender and receiver of message irrelevant	1. "Why do you think we all learn how to read and write using letters instead of using drumbeats?" "If your grandmother lived in New York City could you wish her a Happy Birthday with drumbeats? Why not?" "She wouldn't hear it, would she? But you could send her a birthday card that says in letters 'Happy Birthday'. 2. "If we want to remember that next Thursday is Halloween (or what ever is appropriate) if we beat that message on a drum will it help us to remember next week? But we could write a note on the blackboard (Write: Thursday is Halloween) and leave it there, couldn't we?"

Summary:

"If we write a message we can send it to someone far away who can't see a message in lights or hear a message in drumbeats"

"And also -- another good thing about writing is that it can be read tomorrow, or next week or -- 100 years from now. It's permanent. A drumbeat or a flashing light only lasts for a second."

Note to teacher: Rather than teaching this as a unit, the following activities should be included at a point to be left to the discretion of the teacher.

Concepts	Teacher-Pupil Activities
Written message stands for speech	Write on flashcards words learned in phonics lessons -- enough to form sentences. Ask one child at a time to write a message to some other child using cards. Have the other child read the message aloud and answer using flash cards.
Importance of ordering words	
ordering letters in words	
spatial orientation of letters	

For each message:

1. Show that written message stands for spoken language

2. Scramble the words read, and then illustrate importance of ordering words.

3. Scramble the letters in a word. Try to pronounce. Discuss importance of letter order. Review: letters stand for sounds.

4. Change spatial position of letters within a word, i.e.,

   Sollx

   Discuss importance of correct positioning of letters for easy reading.

Letters stand for sounds

19. On these two cards I've written, in letters, two words: sat and sir. What is the same about these two words" Look at them very carefully.

20. Now I'm going to say these two words. Listen, and tell me if you hear anything that's the same in the two words. What is the same?

21. Now I want you to listen very carefully to two different words I'm going to say. sod, mine Which one of those words do you think begins with the same letter as sat and sir? I'll say them again sod, mine.

EVALUATION

Concept

Codes stand for language

1. Suppose you wanted to tell (your teacher) something without talking to here, how could you do it?
2. What else besides (mention medium) could you use to send her a message?
3. Anything else?
4. (if not mentioned) What did Red Fox use to send a message to his father?

Appropriateness

5. Suppose, right this minute, you wanted to send (your teacher) a message (down the hall, or in the next room). What would you use for the message?
6. Why would you use that?
7. Could you use a drum?
8. Why? or Why not?
9. How about a flashlight? Could you use that to make a message for _____?

Order Consensus

10. I want you to write a message for (use one of classmates names) using these cards. I want you to make the message say: Go to the office. Here are the cards that stand for go, to and the, Will you make up a card that stands for office because we've never made one?

    (Give child card and a crayon) First, make something that we can use to stand for office. Now can you make a message for _____ that says: Go to the office.

11. Would you read it for me? (For each card)
12. Will ____ know what this stands for? (Go to)
13. How come he knows what it stands for? (Repeat Q 12 and 13 for the and office)

What is a word?

14. and 15. the
16. and 17. office
18. Scramble the cards on table. Some of these symbols stand for one word. Some stand for more than one. Can you find the symbol that stands for more than one word. Say it. What are the words?